

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



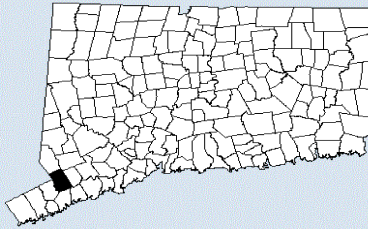
## Wilton School District

Dr. Kevin Smith, Superintendent • 203-762-3381 • www.wilton.k12.ct.us

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	4,173
Per Pupil Expenditures <sup>1</sup>	\$19,253
Total Expenditures <sup>1</sup>	\$82,227,662

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.  
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).  
 State totals are not displayed as they are not comparable to district totals.  
 Special Education tables reflect only students for whom the district is fiscally responsible.  
 \* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.  
 N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,066	49.5	48.3
Male	2,107	50.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	380	9.1	4.9
Black or African American	43	1.0	12.8
Hispanic or Latino	138	3.3	23.0
Pacific Islander	*	*	0.0
Two or More Races	106	2.5	2.7
White	3,491	83.7	55.9
English Learners	17	0.4	6.4
Eligible for Free or Reduced-Price Meals	53	1.3	38.0
Students with Disabilities <sup>1</sup>	565	13.5	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	101	4.9	11	0.5
Male	84	4.0	33	1.6
Black or African American	*	*	*	*
Hispanic or Latino	9	6.4	*	*
White	160	4.6	37	1.1
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	11.8	*	*
Students with Disabilities	53	9.8	18	2.9
District	185	4.5	44	1.0
State		9.6		7.0

**Number of students in 2014-15 qualified as truant under state statute: 40**

**Number of school-based arrests: 0**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2015-16

## Wilton School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	273.4
Paraprofessional Instructional Assistants	11.4
<b>Special Education</b>	
Teachers and Instructors	34.8
Paraprofessional Instructional Assistants	71.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	16.0
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	11.1
Instructional Specialists Who Support Teachers	27.2
Counselors, Social Workers and School Psychologists	28.1
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	170.9

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.5	1.0
Black or African American	2	0.5	3.5
Hispanic or Latino	10	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	388	96.5	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	8	*
White	79	27.0	187	62.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	6	*
Students with Disabilities	7	16.3	9	20.9
District	99	29.0	223	63.5
State		61.2		73.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	41	61.2
Emotional Disturbance	8	*
Intellectual Disability	0	0
Learning Disability	178	77.1
Other Health Impairment	107	84.9
Other Disabilities	6	25.0
Speech/Language Impairment	46	88.5
District	386	73.7
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Wilton School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	70	1.7	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	231	5.6	4.6
Other Health Impairment	130	3.2	2.8
Other Disabilities	28	0.7	1.0
Speech/Language Impairment	56	1.4	1.9
All Disabilities	539	13.1	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	47,257,696	11,133	9,387
Instructional Supplies and Equipment	925,049	218	318
Improvement of Instruction and Educational Media Services	3,087,637	727	541
Student Support Services	8,206,854	1,933	1,048
Administration and Support Services	8,278,863	1,950	1,790
Plant Operation and Maintenance	6,602,153	1,555	1,608
Transportation	3,879,760	886	845
Costs of Students Tuitioned Out	3,989,650	N/A	N/A
Other	0	0	194
<b>Total</b>	<b>82,227,662</b>	<b>19,253</b>	<b>15,762</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	5,662,347	1,334	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,840,382	32.7	35.1
Noncertified Personnel	3,676,291	17.6	14.5
Purchased Services	2,942,614	14.1	5.5
Tuition to Other Schools	3,989,650	19.1	21.6
Special Ed. Transportation	756,345	3.6	8.3
Other Expenditures	2,700,868	12.9	15.0
<b>Total Expenditures</b>	<b>20,906,150</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.0	94.9
State	3.6	3.6
Federal	1.1	1.2
Tuition & Other	0.3	0.3

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2015-16

## Wilton School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	222	87.4	222	85.7	92	72.1
Black or African American	29	70.0	29	62.8	8	*
Hispanic or Latino	77	70.9	77	67.3	31	63.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	50	86.2	50	84.5	17	*
White	1880	78.7	1879	72.0	845	68.5
English Learners	12	*	12	*	7	*
Non-English Learners	2257	79.5	2256	73.5	992	68.9
Eligible for Free or Reduced-Price Meals	34	66.5	34	57.1	14	*
Not Eligible for Free or Reduced-Price Meals	2235	79.6	2234	73.6	985	69.0
Students with Disabilities	366	61.6	366	55.0	185	56.9
Students without Disabilities	1903	82.8	1902	76.9	814	71.6
High Needs	393	62.6	393	55.8	197	57.5
Non-High Needs	1876	82.9	1875	77.1	802	71.6
District	2269	79.4	2268	73.4	999	68.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.0	81.2	78.1	74.2	1,248	81.6
Curl Up	93.9	97.1	97.7	95.4	1,248	96.0
Push Up	92.0	96.4	95.8	87.7	1,248	93.0
Mile Run/PACER	81.9	96.1	88.4	80.5	1,248	86.7
All Tests - District	71.5	77.0	74.3	62.6	1,248	71.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Wilton School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	51	80.4	88.1	No	88.8
District	330	96.1	94.0	Yes	94.0
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	287	81.5
Male	95.3	268	78.8
Black or African American	*	6	*
Hispanic or Latino	100.0	14	63.6
White	97.3	478	80.6
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	14	*
Students with Disabilities	67.6	10	29.4
District	97.3	555	80.2
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	95.3	97.7
Male	86.6	96.8
Black or African American	*	*
Hispanic or Latino	*	*
White	92.0	97.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	78.6	92.0
District	90.7	97.2
State	71.9	88.3

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2015-16

## Wilton School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	79.4	75	50.0	50	100.0	67.7
	High Needs Students	62.6	75	41.8	50	83.5	56.7
Math Performance Index	All Students	73.4	75	48.9	50	97.8	61.4
	High Needs Students	55.8	75	37.2	50	74.4	49.9
Science Performance Index	All Students	68.8	75	45.9	50	91.8	57.5
	High Needs Students	57.5	75	38.4	50	76.7	47.0
ELA Academic Growth	All Students	74.7%	100%	74.7	100	74.7	63.8%
	High Needs Students	69.8%	100%	69.8	100	69.8	58.3%
Math Academic Growth	All Students	80.5%	100%	80.5	100	80.5	65.0%
	High Needs Students	64.9%	100%	64.9	100	64.9	57.4%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	9.4%	<=5%	41.2	50	82.4	15.6%
Preparation for CCR	% Taking Courses	46.5%	75%	31.0	50	62.0	67.6%
	% Passing Exams	80.2%	75%	50.0	50	100.0	40.7%
On-track to High School Graduation		99.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		92.3%	94%	98.2	100	98.2	78.6%
Postsecondary Entrance (Class of 2015)		90.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.1%   71.4%	75%	47.6	50	95.2	89.2%   50.5%
Arts Access		41.1%	60%	34.3	50	68.5	47.5%
<b>Accountability Index</b>				<b>1154.3</b>	<b>1350</b>	<b>85.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	62.6	12.4	16.5	
Math Performance Index Gap	75.0	55.8	19.2	18.9	
Science Performance Index Gap	71.6	57.5	14.1	17.2	
Graduation Rate Gap	94.0%	92.3%	1.7%	15.3%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	98.0
	High Needs Students	96.6
Math	All Students	98.0
	High Needs Students	96.6
Science	All Students	97.9
	High Needs Students	96.1

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 54.7**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16 Wilton School District

## **Narratives**

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### **School District Improvement Plans and Parental Outreach Activities**

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2015-16 Wilton School District

## Equitable Allocation of Resources among District Schools